

ST IVO ACADEMY



Astrea Academy Trust
INSPIRING BEYOND MEASURE

LEAD PRACTITIONER IN MATHS

CANDIDATE PACK



Open Letter from our Principal

Dear Colleague,

Thank you for your interest in St Ivo Academy and the post of Lead Practitioner in Maths. This is an opportunity to join a vibrant and supportive department, helping to lead the team to further success.

The Maths department is committed and supportive, with good uptake to A Level courses. Teachers have the opportunity to teach across the full range of Key Stage 3-5, dependent upon experience. The department consists of 11 members of friendly staff. The courses we offer at Key Stage 4 are Foundation and Higher Maths GCSE with AQA, GCSE resit at Key Stage 5, A Level Maths with Edexcel and Further Maths with AQA.

St Ivo is a large 11-18 comprehensive academy in the town of St Ives, Cambridgeshire. We have around 1700 students with around 300 in our Sixth Form. The school is 70 years old and is proud of its place within the local community. We are a truly comprehensive and inclusive academy. This is reflected in our approach to all areas of our work, from supporting students preparing for Oxbridge through to working with the most vulnerable - St Ivo embraces everyone.

We are committed to a knowledge-rich curriculum and a traditional approach to teaching, behaviour and culture. We believe that schools must teach powerful knowledge, 'the best that has been thought and said' and an 'entitlement curriculum' for all. We believe in explicit instruction and have been greatly influenced by Lemov's 'Teach Like A Champion', Rosenshine and recent developments in cognitive science. We believe that the creation of a scholarly culture that is warm and strict, disciplined and joyful, where there is 'purpose not power', ensuring impeccable behaviour, where teachers can focus on teaching and pupils can focus on learning, underpins everything.

We are values-driven and our vision is to provide an inclusive, aspirational and academic education for all our students, so that all of them will learn, thrive and lead successful lives. We are unapologetically ambitious for every child, no matter what their background, prior attainment or needs. We want to ensure that all our students have the option to be able to go to university or aspirational alternative. We are not going to reduce expectations because of a child's background or home life, or because they are new to English or have a special education need. In fact, the opposite is true. It is our job to redouble our efforts to help children overcome these barriers so that they can flourish.

We value our staff highly and treat workload very seriously. Our systems are high leverage, ensuring you can really focus on your core purpose – teaching, in a sustainable way, unhindered by bureaucracy or poor behaviour.

I hope that you will want to find out more about St Ivo Academy and that you will want to apply for the post. If you would like to more information prior to application, please do get in touch. Please contact Georgie Sargent, Head of Maths, email Georgina.Sargent@astreastivo.org. If you would like to visit us prior to application, you would be most welcome. Please contact Emillie Newell, PA to the Principal, on 01480 375400, or email office@astreastivo.org to arrange a visit.

I look forward to receiving your application.

Yours sincerely

Tony Meneagh, Interim Principal



Job Description

A woman wearing glasses and a blue and white striped apron over a dark patterned top is smiling. She is standing in a kitchen or school canteen. A young girl in a school uniform and a red apron is pouring milk from a red jug into a clear glass bowl. There are other bowls and containers on the counter. In the background, there are shelves with books and a whiteboard.

JOB TITLE:
Lead Practitioner in Maths

REPORTING TO:
Head of Maths

SALARY RANGE:
Lead Practitioner scale, points 5 to 8
£53,375 to £57,482

CONTRACT TYPE:
Permanent

WORKING PATTERN:
Full time



Role Description

Purpose

Under the reasonable direction of the Principal, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

To raise standards of student attainment and achievement within the whole curriculum area and to monitor and support student progress.

With the Head of Department, to be accountable for student progress and development within the subject area.

To develop and enhance the teaching practice of others.

To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the department, in accordance with the aims of the school and the curricular policies.

To be accountable for developing the subject/curriculum area.

To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.

Main Responsibilities

- To work with colleagues to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the academy.
- To contribute to the planning function of the department, and to ensure that the planning activities of the department reflect the needs of students within the subject area, SIP and the aims and objectives of the academy.
- To foster and oversee the application of ICT in Maths including the development of materials for E-Learning.
- To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department liaising with the Cover Supervisor/relevant staff to secure appropriate cover within the department.
- To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with academy procedures.
- To participate in the academy's ITE programme.

- To establish common standards of practice within the department and develop the effectiveness of teaching and learning styles in all subject areas within the department.
- To contribute to the academy procedures for lesson observation.
- To seek/implement modification and improvement where required.
- To ensure that the Department's quality procedures meet the requirements of Self-Evaluation and the School Improvement Plan.
- To produce reports within the quality assurance cycle for the department.
- To liaise with partner academies, higher education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies.
- To promote actively the development of effective subject links with external agencies.
- To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description.
- To contribute to PSHE, citizenship and enterprise according to academy policy.

Main Duties

- To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the department.
- To monitor actively and follow up student progress.
- To implement academy policies and procedures, e.g. Equal Opportunities, Health and Safety etc.
- To liaise with SLT to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the School Improvement Plan and School Evaluation.
- To work with SLT to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To continue own professional development as agreed with Line Manager.
- To undertake Appraisal Review(s) and to act as appraiser for a group of staff within the designated department.
- To promote teamwork and to motivate staff to ensure effective working relations.
- To ensure the effective operation of quality control systems.
- To implement academy quality procedures and to ensure adherence to those within the department.
- To make use of analysis and evaluate performance data provided.
- To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
- To monitor and support the overall progress and development of students within the department.
- To play a full part in the life of the academy community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example.

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Principal.

Person Specification

Experience

Proven experience of teaching Maths at KS3, KS4 with excellent classroom management skills

Proven experience of teaching Maths at KS5

Effective classroom teacher

Education and Qualification

Qualified teacher status

Degree or equivalent

Evidence of recent and relevant professional development

Knowledge

Detailed understanding of planning the KS3 Maths curriculum

Detailed understanding of planning the KS4 and KS5 Maths curriculum to meet exam board requirements

Understanding of Safeguarding Procedures

Skills

Ability to communicate effectively at all levels

Effective interpersonal skills

Efficient organiser

Ability to use initiative and prioritise work

Ability to work to deadlines

Confident user of ICT

Experience of monitoring progress of students in Maths and intervening where necessary

Ability to work as part of a team

Ability to quickly gain the respect of all students and staff and foster appropriate relationships

Flexible approach to work

Committed to academy ethos and direction

High standard of punctuality

This is not exhaustive.

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to each vacancy

About Astrea

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools. Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that. We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve. With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

Key Characteristics of our academies:

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the pupil
- Standardised reading and arithmetic catch-up programmes for pupils where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

Objectives for pupils:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all pupils and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level

A knowledge-rich education:

- By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.
- The aim of a core-knowledge education is not primarily to prepare pupils for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.
- We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

View the [Astrea 2025 Strategy here](#)

Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.



Astrea Talent Programme

We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our pupils, giving them the opportunities they truly deserve.

Here at Astrea Academy Trust we know that diversity fosters creativity and innovation. We are committed to developing and retaining a workforce that is representative of the diverse communities that we serve. We are committed to equality of opportunity, to being fair and inclusive and building our culture of belonging. We therefore particularly encourage applications from candidates who are likely to be underrepresented in Astrea's workforce. These include people from Black, Asian and minority ethnic backgrounds, disabled people, LGBTQI+ people, and men.

